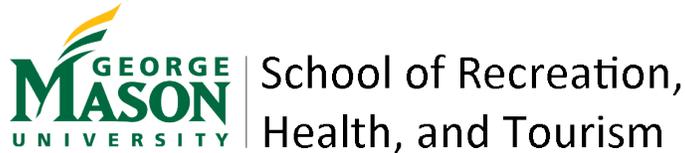


**George Mason University
College of Education and Human Development
Sport Management Program**

SPMT 320
Section: C01, CRN 43599
Psychology of Sport
3 credits, Summer 2020



Class Day/Time: Online

Faculty Information

Name: Dr. Jordan Goffena

Office Hours: Virtual office hours by appointment (email to schedule)

Email: jgoffena@gmu.edu

Prerequisites/ Corerequisites

None

Course Description

Psychological theories of personality, motivation, and anxiety explored in sport environment. Examines social-psychological research on audience effects, team cohesion, leadership, and fan behavior.

Course Overview

This course will review the major social and psychological theories used in current sport and exercise psychology and applied sport psychology research. The practical applications of these theoretical constructs will be emphasized through discussion of techniques used by professionals in the field to maximize sport participation and enhance athletic peak performance. Learning theories, motivation, self-confidence and self-efficacy, self-regulation, attentional focus and anxiety are examples of the constructs that will be explored *AND* goal setting, energy management, self-talk, and imagery for peak performance are examples of the applications that will be explored.

Learner Outcomes and Course Objectives

At the completion of this course the students should be able to:

1. Identify and explain major theoretical frameworks used in sport psychology research.
2. Understand the major antecedents and consequences of sport participation and performance.
3. Critically evaluate social and psychological research.
4. Identify appropriate intervention strategies for sport performance enhancement.
5. Become proficient in finding, assessing, and understanding sport or exercise psychology literature.

Course Delivery Method

This course will be delivered 100% online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason login name (everything before @masonlive.gmu.edu) and password.

Under no circumstances may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (*note*: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - *Adobe Acrobat Reader*: <https://get.adobe.com/reader/>
 - *Windows Media Player*: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - *Apple Quick Time Player*: www.apple.com/quicktime/download/

ExpectationsCourse Week:

Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.

Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials several times per week.

Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload:

Please be aware that this course is not entirely self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due. Due to the online nature of the course, many activities will be self-paced. However, Discussion Board Reactions and some assignments are time-restricted. Assignments can be turned in prior to the due date, but must be turned by the due date. **NO LATE WORK** will be accepted!

Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course related issues. While campus is closed, plan to meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Required Readings

1. Weinberg, R., & Gould, D. (2019). *Foundations of Sport and Exercise Psychology* (7th Ed). Champaign, IL: Human Kinetics.
2. Online articles on Blackboard.

Course Performance Evaluation

Students are held to the standards of the George Mason University honor code. You are expected to attend all class sections, actively participate in class discussion, and fulfill assignments. Assignments must be turned in on blackboard by midnight on the specified due date or **no credit will be given**. Assignments have been scheduled in advance to provide you with sufficient time to complete the assignment. Only students with emergencies, documented medical excuses, or University sponsored functions (discussed with the professor in advance) will be considered for exception. Please see the professor for individual clarifications. All written work must be typed and follow APA guidelines. It is recommended that students make copies of all submitted work.

Evaluation Outline

Participation	10
Journal Reviews (2)	20
Application Reflections (2)	20
Reference Project	25
Final Exam	25
Total	100

Grading Scale

A+ = 98-100	A = 93 - 97	A- = 90-92
B+ = 88 - 89	B = 83 - 87	B- = 80 - 82
C+ = 78 - 79	C = 73 - 77	C- = 70 - 72
D = 60 - 69	F = 0 - 59	

Assignment Outline*Participation (10 pts. total)*

- Discussion Board Activities & Mental Skills Minutes (10 pts.)

Journal Article Review Paper(s) (20 pts. total)

- Review One (10 pts.)
- Review Two (10 pts.)

Application Reflections (20 pts. total)

- Application Reflection #1: Movie Reflection (10 pts.)
- Application Reflection #2: Podcast Reflection (10 pts.)

Reference Project & Posts (25 pts. Total)

- Project Submission (20 pts.)
- Project Posts (5 pts.)

*Exam (25 pts. total)***Assignment Descriptions****Participation:**

Online participation is essential. This includes involvement in class discussions and threads, as well as participation in assignments/activities. There are three types of Discussion Boards (DBs) for this course: General DB, Mental Skill Minute DB, and Project Posts DB.

- **General DB:** These are posts that generally answer questions and represent a section of Blackboard where you can interact with me and your peers. There will be threads where you can ask me questions about the course in the open forum, you can ask questions directed to your peers, and well as get to know one another. For example, the introduction DB is the first thing we will do and is under the category of General DB.
- **Mental Skill Minute DB:** These are posts that are more focused and individualized. These DB posts will be coupled with a mini activity and/ or project to work on relative to the topics we are discussing per week. These should be fun, but sometimes challenging, too. There are 6 Mental Skill Minute DB posts you will be required to complete.
- **Project Posts DB:** See Reference List Project below.

ALL Discussion Board posts are due on the assigned day by midnight. You are required to submit a post/ thread for each and every DB on the schedule. Further, you are also required to submit at least **TWO** responses to your peers in the course. It's important that we learn from each other as much as we can during this time. All Discussion Board responses are due within 48 hours of the date the post was assigned (i.e., two days after by midnight). Be positive and courteous in your reflections and responses. Be sure to keep a proper organizational format for your responses (i.e., APA format).

Journal Article Review Paper(s):

Choose a topic of interest that relates to subjects covered so far in the class. Choose an article from a psychology or sport psychology journal to read. Then, discuss the journal article. See Blackboard for the full description and rubric for the assignment. There will be **TWO** Review Papers to complete in this course.

Application Reflections:

All papers will be typed in APA format (e.g., cover page, running head, headers, etc.). See the APA reference under course resources for additional information. Other guidelines: standard margins, 12 pt. font, Times New Roman, double space. You are required to submit your reflections electronically on the blackboard site under the provided sections.

Application Reflection #1: Movie Reflection

- In a 3-5 page paper, you will reflect on a sport psychology oriented movie. See Blackboard for the full description and rubric for the assignment.

Application Reflection #2: Podcast Reflection

- In a 3-5 page paper, you will reflect on a sport psychology oriented podcast. See Blackboard for the full description and rubric for the assignment.

Reference List Project:

Select a specific topic in sport psychology. You may choose from the following list, or you can choose another as long as the topic has been approved by Dr. Goffena.

anxiety and arousal	stress and anxiety	pre-performance routines
choking under pressure	coping	sport participation motives
burnout/drop out	goal setting/goal planning	fear of failure/need to achieve
self-determination theory	achievement goal theory	self-efficacy
perceived competence	mental imagery	mental practice
attention and concentration	self-talk and thought control	mental toughness
team cohesion	team building	causal attribution
social facilitation/social loafing	home advantage	leadership/ effective coaching
aggression	fans and spectators	gender issues
overtraining and exercise addiction	injury & retirement	mindfulness

Identify a minimum of **TEN** (10) substantive resources related to your sport psychology topic. At least **FIVE** (5) must be refereed research journal articles. These cannot be articles already used from the Journal Article Review Paper. The remainder of substantive resources may vary, and could include high quality websites, instructional videos, popular and applied press articles, and/or other quality resources. If in doubt about the acceptability of the reference, email Dr. Goffena.

Project Submission:

Submit your full reference list (i.e., all 10 references in one document) via Blackboard under the Assignments Tab. For each of the 10 resources you read, write a 150-250 word **annotated bibliography** that includes the following:

1. The APA style reference of each selected resource (this doesn't count in your word limit).

2. A summary of the pertinent information from the article/resource. (*Hint*: using the format of the Journal Article Review might be helpful here! Also see the *Reference List Project Written Examples* document to help understand the differences in quality between three annotated reference)
3. A discussion of its usefulness and potential ways in which you can apply the information from each article.

Project Post(s):

In addition, you must do the following:

- Choose your **TWO** favorite resources from your reference list.
- Paste each of the two as a separate thread in the Discussion Board titled, “Favorite Articles” no later than midnight on July 29.
- Respond to at least **THREE** other *Favorite Threads* prior to midnight, July 31. Your 3-5 sentence response should include:
 - What you like or dislike about the article.
 - How you would see the information being used in a real life setting.

Final Exam:

The purpose of this exam is to check on your knowledge of Sport Psychology content as presented in the course from textbook reading, chapter presentations and weekly materials.

- The exam will be *accessible through Blackboard beginning 6:00 am on August 5*.
- You *must complete the exam in one sitting*.
- Once you log into the exam and begin, you will have *two hours* to complete it.
- You cannot pause the exam, so be prepared to complete the entire exam before you open the exam.
- *The exam closes at 10:00 pm on August 7 – NO EXCEPTIONS!*

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.



Tentative Course Outline

Due to the online nature of the course, some activities will be self-paced. However, Discussion Boards, and graded assignments are time-restricted. Assignments can be turned in prior to the Due Date but must be turned by the **Due Date**. *Note*: Faculty reserves the right to alter the schedule as necessary, with notification to students.

TENTATIVE COURSE SCHEDULE			
Date	Topics/ Readings	Discussions Due	Assignments Due
Week 1	Syllabus/ Introduction Chapters 1 – 5	Introduction DB: (7-6) Mental Skills Minute 1: (7-8) (i.e., MSM)	Journal Review 1: (7-11)
Week 2	Chapters 6 – 11	MSM 2: (7-13) MSM 3: (7-15)	Movie Reflection: (7-18)
Week 3	Chapters 12 – 17	MSM 4: (7-20) MSM 5: (7-22)	Journal Review 2: (7-25)
Week 4	Chapters 20, 22, 23, 25	MSM 6: (7-27) Reference Project Posts: (7-29)	Reference List Project: (7-29) Podcast Reflection: (8-1)
Week 5	Preparing for the Final Exam		Final Exam: Opens: 6:00am (8-5) Closes: 10:00pm (8-7)
<i>Note.</i> All assignments are due by midnight on the date outlined above.			